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ABSTRACT

This report describes the Bronx Community College (B.C.C.) freshmen class entering in September 1975, in terms of high school grade average and scores on reading-English and mathematics placement tests. As of the fall of 1974, B.C.C. enrolled a markedly higher proportion of students with high school averages below 70 percent than any other college in the City University of New York. On the basis of placement tests, 78 percent of the 1975 class were recommended for at least one remedial course in the reading-English area, and 68 percent were recommended for remedial mathematics. However, only 54 percent of the matriculated students actually enrolled in reading-English remedial courses, and only 29 percent actually enrolled in remedial mathematics courses. The actual programs of students who were placed into, but did not register in, remedial courses is examined. Eight tables show the distribution of remedial placements in English, reading, and mathematics by curriculum; the actual programs of students placed into, but not taking remedial courses; the distribution, by curriculum, of high school averages for entering freshmen (general, English, mathematics, and foreign language); and the proportions of high school averages below 70 percent for freshmen entering between September 1971 and September 1975. (Author/NHM)

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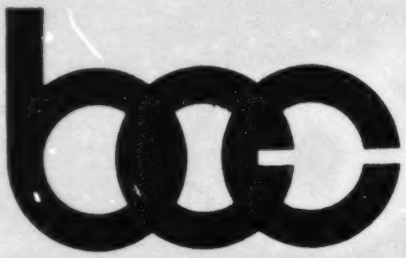

BRONX COMMUNITY COLLEGE
of The City University of New York
"University Heights"
181st. Street & University Avenue
Bronx, N.Y. 10453

Research Report: BCC 9-75

The Academic and Remedial Placement Profile of Students Entering B.C.C. in September 1975 by Curriculum Group.

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SUMMARY

1. Three out of four students who took placement tests in the Reading-English area, were recommended for at least one remedial course in this area. This is the highest proportion recorded since the Fall of 1971, when the proportion was first computed.

2. Two out of three students who took placement tests in Mathematics were recommended for a remedial Mathematics course. The previous highest proportion was (.57) in 1973.

3. In terms of actual enrollment in remedial courses, 54% of the matriculated students are actually enrolled in one of the Reading-English remedial courses as compared to 78% placed, while only 29% are actually enrolled in one of the remedial Mathematics courses as compared to 68% placed.

4. For the third successive year, the proportion of students enrolling in a remedial Mathematics course has declined, although the proportion placed has not declined over the same period.

5. Large numbers of students who were assigned to remedial courses continue to enroll in a wide variety of college level courses without prior or even concomitant enrollment in the remedial course(s).

6. The Engineering Science curriculum, for the third consecutive year, shows above average proportions of students entering the college with high school English averages less than 70%.

7. There is no significant relationship, among curricula, between the proportion of students earning high school averages below 70% in Mathematics, and the proportions enrolling in remedial Mathematics courses.

8. As of the Fall of 1974, B. C. C. enrolled a markedly higher proportion of students with high school averages below 70% than any other college in C. U. N. Y.

9. Students in all but one technical curriculum continue to enter with above average proportions requiring remediation in Mathematics.

The Academic and Remedial Placement Profile
of Students Entering B.C.C. in September, 1975
by Curriculum Group.

This report describes the B.C.C. class entering in September, 1975 in terms of high school averages (general, English, mathematics, foreign language) and placements into pre-college level English, reading, and mathematics courses. It also examines the actual programs of enrolled students placed into, though not registered in, these remedial courses.

REMEDIAL PLACEMENTS AND ENROLLMENTS

Table 1 shows the distribution of remedial placements into English, reading, and mathematics, for 16 curriculum areas.* These students, while having been assigned matriculation codes, may not, however, have registered at B.C.C. Therefore, this table is of interest mainly in the comparison of the current group of students assigned to B.C.C., with groups assigned in previous years. Since September 1971, the proportions of students recommended for placement into remedial courses, but who may or may not have actually enrolled, are shown for the sixteen curriculum groups as follows:

*Numbered tables begin on page 12.

Trend in the proportion of students recommended for remedial placements (not necessarily registered), 1971-1975 (Fall Semesters).

	Reading-English					Mathematics				
	1971	1972	1973	1974	1975	1971	1972	1973	1974	1975
Business Accounting	.66	.81	.72	.72	.81	.57	.51	.61	.32	.74
Business Retail	.59	.60	.61	.63	.73	.47	.50	.79	.17	.82
Business Secretarial	.54	.74	.67	.77	.79	.51	.51	.57	.38	.71
Data Processing	.67	.79	.69	.76	.83	.45	.40	.52	.31	.71
Chemical Technology	.66	.84	-	.75	.84	.33	.52	-	.75	.79
Medical Lab Technology	.76	.68	.41	.73	.77	.73	.62	.74	.76	.72
Plastics Technology	.71	.60	-	.57	-	.55	.73	-	.21	-
Mechanical Technology	.75	.76	.54	.63	.83	.70	.56	.79	.45	.74
Electrical Technology	.67	.74	.58	.72	.75	.70	.62	.68	.39	.76
Nursing	.68	.57	.42	.76	.78	-	.01	.04	.66	.05
Liberal Arts	.53	.69	.66	.78	.76	.65	.64	.58	.27	.74
Engineering Science	.71	.70	.43	.76	.78	.56	.48	.58	.27	.64
Business Administration	.66	.73	.70	.68	.76	.66	.66	.71	.36	.78
Pre-Pharmacy	.56	.66	.52	.74	.78	.69	.43	.68	.23	.80
Music & Perf. Arts	.41	.56	.50	.67	.64	.29	.39	.25	.23	.81
Education Associate	-	-	-	-	.85	-	-	-	-	.84
Other or Undecided	-	-	.55	.76	.76	-	-	.44	.17	.68
All Curriculums	.60	.72	.63	.74	.78	.56	.54	.57	.37	.68

The above table shows that, as was true last year, three out of four students applying to B.C.C. for Fall, 1975 admissions, and who took placement tests in the Reading-English area, were recommended for at least one remedial course in this area. Table 1, in fact, shows that 42% were recommended for placement into both a remedial reading and a remedial English (writing) course. The marked increase in the proportion of students placed

into remedial Reading-English courses, compared with all classes entering B.C.C. between 1971 and 1973, a trend first noted last year, has shown no tendency to regress this year. In fact the proportion of students placed for remediation in the English-Reading area is .78 this year as compared to .74 last year.

In addition, the trend, noted last year, which saw a diminution in the proportion of students placed for remedial mathematics, has been drastically reversed. In fact, the Fall 1975 class of applicants shows the highest proportion of students (.68) requiring remediation in mathematics since these data were first assembled in 1971.

Actual enrollments in remedial courses are shown in Table 2. It can be seen that 54% of the matriculated students are actually enrolled in one of the remedial English-Reading courses (compared to the 78% placed), while only 29% are actually enrolled in one of the remedial mathematics courses (compared to the 68% placed). The total remedial English-Reading enrollment proportion for the Fall 1975 entering class is identical to the proportion for the Fall 1974 entering class. However, the total remedial mathematics enrollment proportion is somewhat lower than that for last year, and has declined for the second consecutive year.

If the mean proportion, plus and minus .05, is taken as the "average" range of proportions across all curriculum groups, the following groupings show which curricula fall within this "average" range, and which show higher or lower proportions (excluding plastics technology because of inadequate size):

Distribution of curriculum areas according to proportions of students enrolled in remedial Reading-English.

<.49	Mean p ± .05 .49 - .59	>.59
Chemical Technology (.32)	Business Retail (.51)	Business Accounting (.64)
Music & P.A. (.46)	Medical Lab Technology (.57)	Business Secretarial (.62)
Business Administration (.46)	Mechanical Technology (.49)	Data Processing (.66)
	Electrical Technology (.56)	Nursing (.60)
	Pre-Pharmacy (.57)	Engineering Science (.61)
	Liberal Arts (.49)	
	Education Associate (.50)	

Comparing the above table with that of last year, it is apparent that this year's mean is about nine percentage points higher. Music and Performing Arts students continue to fall into the "below average" group (lower proportions of students requiring remediation), while Nursing and Data Processing students continue to fall into the "above average" group (higher proportions of students requiring remediation).* Engineering Science students moved from the group of lowest proportions last year into a group of highest proportions this year.

Over the four entering classes since the Fall of 1972, the proportions of students in the various curricula enrolled in one or more remedial Reading-English courses are shown in the following table (excluding curriculums of inadequate size):

*Note: No student requiring remediation in any area is permitted to enroll in any of the Nursing courses per se.

Proportions of students enrolled in remedial Reading-English since 1972.

Curriculum	1972	1973	1974	1975
Business Accounting	.58	.50	.43	.64
Business Retail	.32	.50	.51	.51
Business Secretarial	.57	.54	.46	.62
Data Processing	.63	.64	.55	.66
Medical Lab Technology	.50	.36	.57	.57
Mechanical Technology	.64	.44	.47	.49
Electrical Technology	.52	.38	.48	.56
Nursing	.45	.36	.70	.60
Liberal Arts	.55	.50	.43	.47
Engineering Science	.50	.33	.39	.61
Business Administration	.49	.56	.45	.46
Pre-Pharmacy	.40	.44	.45	.57
Music & Perf. Arts	.44	.33	.39	-
Education Associate	-	-	-	.50

Intercorrelating the four columns above yields a mean correlation co-efficient (z method) of .12, indicating a lack of consistency in the proportions of remedial Reading-English enrollments among curricula, from 1972 to 1975.

In mathematics, Table 2 shows that 29% of all matriculated students are enrolled in one of the three mathematics remedial courses. This compares with 32% of matriculated students enrolled last year, and with 40% in the Fall of 1973. A slight decrease for the third successive year is, therefore, apparent.

If the fourteen curriculum groups are sorted into three groups (average, below average, above average) as was done for the Reading-English enrollments above, the following groupings emerge for enrollments in remedial mathematics courses:

Distribution of curriculum areas according to proportions of students enrolled in remedial Mathematics.

$< .24$	Mean $p \pm .05$ $.24 - .34$	$> .34$
Business Secretarial (.18)	Business Accounting (.24)	Medical Lab Tech (.52)
Nursing (.16)	Business Retail (.25)	Mechanical Tech (.49)
Business Administration (.21)	Data Processing (.25)	Electrical Tech (.50)
Music & P.A. (.05)	Chemical Tech (.32)	Engineering Science (.54)
	Liberal Arts (.28)	Pre-Pharmacy (.53)
	Education Associate (.30)	

It is again seen, as in 1972, 1973, and 1974, that all of the curriculums in the "above average" group (curriculums having higher than "average" proportions of remedial enrollments) are technical in nature. This may continue to reflect more stringent requirements in these areas. The Nursing curriculum is seen to have returned to the below average group (lower than "average" proportions of remedial enrollments), after enrolling 47% of its students last year with remedial mathematics requirements.

Over the four entering classes since the Fall of 1972, the proportions of students in the various curricula enrolled in one of the remedial mathematics courses are shown in the following table (excluding curriculums of inadequate size):

Proportions of students enrolled in remedial Mathematics since 1972.

Curriculum	1972	1973	1974	1975
Business Accounting	.52	.37	.30	.24
Business Retail	.23	.46	.24	.25
Business Secretarial	.35	.17	.24	.11
Data Processing	.33	.40	.34	.25
Chemical Technology	-	-	-	.32
Medical Lab Technology	.57	.62	.60	.52
Mechanical Technology	.56	.72	.48	.49
Electrical Technology	.60	.69	.53	.50
Nursing	.03	.25	.47	.16
Liberal Arts	.44	.39	.25	.28
Engineering Science	.52	.55	.54	.54
Business Administration	.48	.41	.33	.21
Pre-Pharmacy	.43	.58	.53	.53
Education Associate	-	-	-	.30

Intercorrelating the four columns above yields a mean correlation coefficient (z method) of .78, indicating a marked degree of consistency in the proportions of remedial mathematics enrollments among curricula, from 1972 to 1975.

PLACEMENT-ENROLLMENT DISCREPANCIES

While there are over 2,000 entering matriculated students who are enrolled in some kind of remedial course, about 1,150 other entering matriculated students are not (Table 2). Many of these 1,150 students, however, were placed into one or more remedial courses but have managed, somehow, to avoid taking these prescribed

courses, in favor of other, college-level courses. The extent of this is shown in Table 3. This table shows, for example, that of several hundred (probably over 400) students who were placed into both remedial English and Reading courses, 80 are enrolled in Business 11, 40 in Accounting 11, 49 in History 11 or 12, 93 in Psychology 11, etc. (These are not mutually exclusive students, that is, a student with the kind of remediation need specified could be enrolled in more than one college-level course.) It is particularly interesting that 26 students who should have been excluded from English 13 for failing to meet entry requirements are, in fact, enrolled in the course. (Last year 81 such students actually were able to enroll in a college-level English course.) It may also be seen that 27 students requiring a remedial mathematics course are actually enrolled in a college-level mathematics course. Last year only ten such students were identified.

The large number of students requiring remediation who are nonetheless enrolled in college-level courses, a phenomenon first documented last year, has resulted in a study designed to follow up the success or failure of these students in their college-level courses. While some data for the Fall, 1974 have been assembled, the study has not yet been completed.

HIGH SCHOOL AVERAGES

The proportions of students at five levels of three-year high school averages, for general average, English, mathematics and foreign languages, are shown in Tables 4-7. Only English and mathematics will be subjected to further analysis in this report.

When the curricula are distributed among the three classification categories as used above for enrollments in remedial Reading-English and in remedial mathematics courses, the following groupings from Table 5 occur for the proportions of three year English averages below 70% (inadequate sized curricula are excluded:

Distribution of curriculum areas according to proportions of students earning high school averages less than 70% in English.
(Registered Freshmen)

$< .33$	Mean $p \pm .05$ $.33 - .43$	$> .33$
Business Secretarial (.31)	Data Processing (.40)	Business Accounting (.48)
Medical Lab Tech (.31)	Chemical Tech (.38)	Business Retail (.42)
Nursing (.14)	Electrical Technology (.41)	Mechanical Technology (.57)
	Liberal Arts (.37)	Engineering Science (.52)
	Business Administration (.43)	Music (.62)
	Pre-Pharmacy (.39)	
	Education Associate (.40)	

The trend, noted last year, whereby most of the transfer curricula showed the highest proportions of "below 70%" students, is not found again this year. However, the Engineering Science curriculum shows a high proportion for the third consecutive year, while the Business Secretarial and Nursing curricula groups continue to show relatively low proportions, also for the third consecutive year.

As was true last year, there appears to be little relationship, among curriculum groups, between the proportions of registered students earning high school averages below 70% in English, and the proportions of students enrolled in remedial English or Reading courses. The actual correlation is -.23.

The mean (curriculum-area) proportion of students having English averages below 70% is .38, as compared to .36 last year, and .32 in the Fall of 1973. This is consistent with the finding, shown in Table 8, that the over-all proportion of students recommended by the University Applications Processing Center to B.C.C., having high school English averages below 70%, was .30 in the Fall of 1973, .37 last Fall, and .37 this year.

With regard to high school mathematics, the following groupings of curricula, for proportions of averages below 70%, are taken from Table 6 (inadequate sized curricula are excluded):

Distribution of curriculum areas according to proportions of students earning high school averages less than 70% in mathematics. (Registered Freshmen)

$< .48$	Mean $\pm .05$ .48 - .58	$> .58$
Business Retail (.41)	Business Accounting (.54)	Music & P.A. (.73)
Chemican Tech. (.28)	Business Secretarial (.50)	Education Associate (.62)
Mechanical Tech (.40)	Data Processing (.53)	
Nursing (.38)	Medical Lab Tech (.55)	
Engineering Science (.38)	Electrical Tech (.50)	
	Liberal Arts (.56)	
	Business Administration (.53)	
	Pre-Pharmacy (.50)	

Unlike the groupings based on enrollments in remedial mathematics (p.6), the above groupings show no technology curriculum in the high proportion category. This discrepancy was also noted last year. The correlation, among curriculum groups, between the proportions of students earning high school averages less than 70%, and the proportions of students enrolled in remedial mathematics courses, is actually -.34. This correlation is not significant, even at the .05 level of confidence. There is, therefore, little or no relationship between the proportion of students within curriculum groups earning high school mathematics averages below 70%, and the proportion of students enrolling in remedial mathematics courses.

Over all curriculum areas it can be seen that whereas 53% of all enrolled entering freshman students received high school mathematics grades below 70% (Table 6), 68% of all registered matriculated students were placed into remedial mathematics courses (Table 1), while only 29% are actually enrolled in such classes (Table 2). This raises the question as to why more students, identified and placed into remedial courses in mathematics, are not enrolling in these courses as required.

Table 8 reveals that with respect to 3-year general high school average, and 3-year English average, B.C.C. continues to receive University Applications Processing Center assignments of students with averages below 70% at approximately the same high rate as in the early open admission year of 1971. However, with respect to 3-year mathematics and foreign language averages, the proportions of students assigned to B.C.C. by the U.A.P.C. have declined somewhat since 1971.*

* Data collected by the C.U.N.Y. Office of University Management Data have shown that B. C. C. enrolls a higher proportion of students with high school averages below 70% than any other college in the University, in fact 13% higher than the next highest college (Borough of Manhattan Community College, Fall 1974).

Table 1 Distribution of New Remedial Placements in English, Reading, and Mathematics, * by Curriculum (matriculated students who may or may not have registered at B.C.C.)
(Numbers are percents)

Curriculums	Eng 01 only	Eng 02 only	Rdl 01 only	Rdl 02 only	Eng 01/02 & Rdl 01/02	Mth 05	Mth 06	Mth 08#	Other	Total (Unique) N
Bus.Acctg	4	4	15	16	42	66	8	-	7	204
Bus.Retail	9	0	12	26	26	82	0	-	3	34
Bus.Sec'l	1	4	16	14	44	70	1	-	6	346
Data Proc.	4	4	10	20	45	69	2	-	5	182
Chem. Tech.	0	0	26	21	37	74	5	-	0	19
Med. Lab.Tech	0	4	16	18	39	63	9	-	9	208
Plastics Tech	0	0	0	17	67	83	0	-	0	6
Mech. Tech.	2	9	16	9	47	67	7	-	2	43
Electric.Tech	2	8	12	13	40	64	12	-	7	213
Nursing	1	6	12	11	48	4	1	-	19	210
Liberal Arts	3	6	13	14	40	66	9	-	5	805
Engn'g.Science	4	4	27	13	30	50	14	-	7	114
Bus. Adm.	7	4	15	10	40	74	4	-	4	222
Pre-Pharmacy	3	9	14	14	38	69	11	-	5	64
Music &P.A.	3	3	-	8	50	64	3	-	14	36
Edu.Assoc.	3	6	7	9	60	76	6	-	2	161
Undecided/ Other	2	3	16	22	28	42	2	-	14	132
All Curriculums										
N	87	156	413	423	1251	1849	187	0	205	2999
p	3	5	14	14	42	62	6	0	7	

*Math. Dept. statistics are independent of English and Reading (students may overlap).
#Placement test not given for Mth 08

Table 2. Distribution of Remedial Enrollments in English, Reading, and Mathematics* by curruculum, for entering matriculated students.
(Numbers are percents)

Curriculum	Eng 01 only	Eng 02 only	Rdl 01 only	Rdl 02 only	Eng 01/02 & Rdl 01/02	Mth 05	Mth 06	Mth 08	Other	Total (Unique) N
Bus. Acctg	8	8	18	12	18	16	4	0	31	226
Bus. Retail	5	2	14	16	14	23	2	0	36	44
Bus.Sec'l	5	4	18	12	23	16	1	1	32	384
Data Proc.	14	7	11	16	18	24	1	0	28	197
Chem. Tech	8	8	8	8	0	20	12	0	48	25
Med.Lab.Tech	5	10	18	12	12	44	8	1	22	78
Plastics Tech	25	0	0	13	25	63	0	0	13	8
Mech.Tech	9	2	17	6	15	40	9	0	28	53
Electr.Tech	8	5	16	11	16	41	9	0	22	245
Nursing	6	10	15	10	19	9	1	6	35	234
Liberal Arts	13	8	6	9	8	21	6	1	43	946
Engrng.Science	11	7	21	9	13	32	22	0	22	129
Bus. Adm.	10	3	12	11	10	17	4	0	44	250
Pre-Pharmacy	5	10	18	12	12	44	8	1	22	78
Music &P.A.	7	9	9	5	16	5	0	0	53	43
Edu. Assoc.	15	13	2	7	13	25	4	1	37	179
Undecided/ Other	50	0	0	0	0	0	0	0	50	2
All Curriculums										
N	316	217	402	348	470	742	170	33	1150	3288#
p	10	7	12	11	14	23	5	1	35	

*Math. Dept. statistics are independent of English and Reading (students may overlap).
#Total is larger than total in Table 1 because this table includes students who may not have taken placement examinations.

Table 3. Students placed into, but not taking remedial courses; and some courses they are taking.

	RDL 01	RDL 02	ENG 01	ENG 02	Any ENG and RDL	TOTAL	MTH 05	MTH 06	MTH 08	TOTAL
ACC 11	14	14	4	5	40	77	65	4	0	69
BIO 11	4	10	2	1	12	29	25	2	0	27
18	0	0	0	0	1	1	4	0	0	4
BUS 11	19	18	1	8	80	126	174	10	0	184
CMS 11	71	78	10	40	357	566	554	38	0	592
CHM 11	3	1	0	0	5	9	5	0	0	5
ECO 11	1	6	0	2	6	15	26	2	0	28
ELC 11	0	2	0	1	6	9	2	2	0	4
ENG 13	45	89	1	8	17	160	193	30	0	223
FRN 11	6	9	0	0	12	27	29	5	0	34
HIS 11	1	5	1	4	2	13	14	1	0	15
12	14	26	3	18	47	108	129	10	0	139
MTH 11	4	5	0	1	17	27	5	4	0	9
16	1	4	0	0	6	11	7	2	0	9
17	1	4	0	1	8	14	4	0	0	4
30	1	5	0	1	5	12	3	2	0	5
MEC 11	2	2	0	1	14	19	7	5	0	12
PLS 11	1	1	0	0	0	2	0	0	0	0
POL 11	1	7	1	4	14	27	33	3	0	36
SOC 11	10	15	1	8	47	81	83	5	0	88
PSY 11	28	44	5	23	93	193	176	12	0	188
SPN 11	27	23	4	17	111	182	137	5	0	142
OTHER	550	590	61	215	2748	4164	3690	287	0	3977

Table 4. Distribution of 3 Year High School General Averages for September, 1975 Registered Freshmen (Matrics and Non-Matrics).

Curriculum	Total N	Below 65		65 - 69		70 - 74		75 - 79		80+		Unknown
		N	p	N	p	N	p	N	p	N	p	
Business Accounting	239	37	.17	72	.32	66	.30	30	.14	17	.08	17
Business Retail	49	4	.09	20	.45	7	.16	8	.18	5	.11	5
Business Secretarial	398	45	.12	103	.27	99	.26	74	.20	55	.15	22
Data Processing	201	34	.18	50	.27	45	.24	40	.22	15	.08	17
Chemical Technology	25	4	.17	5	.25	9	.38	3	.13	2	.08	1
Medical Lab Tech	254	37	.17	51	.24	69	.32	35	.15	23	.11	39
Plastics Technology	9	2	.25	3	.38	1	.13	2	.25	-		1
Mechanical Tech	56	12	.23	17	.33	12	.23	5	.10	6	.12	4
Electrical Technology	254	30	.13	77	.32	67	.28	40	.17	25	.10	15
Nursing	240	21	.09	31	.14	42	.18	99	.43	35	.15	12
Liberal Arts & Sci.	1036	105	.14	234	.28	311	.37	120	.14	55	.07	201
Engineering Science	130	10	.09	41	.37	36	.32	14	.13	11	.10	18
Business Adm	265	41	.18	83	.36	56	.24	38	.16	14	.06	33
Pre-Pharmacy	81	8	.11	27	.37	13	.18	14	.17	11	.15	8
Music & Perf.Arts	46	7	.16	24	.53	9	.20	2	.04	3	.07	1
Education Associate	196	30	.18	55	.34	42	.26	21	.13	15	.09	33
Undecided or Other	386	3	.60	2	.40	-		-		-		381
All Curriculums	3865	440	.14	896	.29	884	.29	545	.18	292	.10	808

Table 5. Distribution of 3 year High School English Averages for September 1975 Registered Freshmen (matrics and non-matrics).

Curriculum	Total N	Below 65 N	Below 65 p	65 - 69 N	65 - 69 p	70 - 74 N	70 - 74 p	75 - 79 N	75 - 79 p	Above 80 N	Above 80 p	Unknown
Business Accounting	239	27	.13	75	.35	51	.24	35	.16	26	.12	24
Business Retail	49	3	.07	16	.35	11	.25	7	.16	7	.16	5
Business Secretarial	398	24	.07	88	.24	85	.23	86	.23	86	.23	29
Data Processing	201	24	.13	49	.27	47	.26	35	.19	26	.14	20
Chemical Tech	25	1	.05	7	.33	7	.33	3	.14	3	.14	4
Medical Lab Tech	254	18	.09	43	.22	51	.26	38	.20	43	.22	61
Plastics Technology	9	-		1	.17	2	.33	2	.33	1	.17	3
Mechanical Technology	56	10	.20	19	.37	9	.18	9	.18	4	.08	5
Electrical Technology	254	23	.10	71	.31	59	.26	49	.22	25	.11	27
Nursing	240	4	.02	25	.12	35	.17	75	.35	73	.34	28
Liberal Arts & Sci	1036	68	.08	229	.29	240	.30	162	.20	104	.13	233
Engineering Science	130	8	.08	47	.44	23	.22	16	.15	12	.11	24
Business Adm.	265	13	.06	81	.37	63	.29	34	.15	29	.13	45
Pre-Pharmacy	81	6	.08	22	.31	18	.25	12	.17	13	.18	10
Music & P.A.	46	6	.14	21	.48	9	.20	6	.14	2	.05	2
Education Associate	196	13	.08	50	.32	47	.30	27	.17	20	.13	39
Undecided or other	386	1	.33	2	.67	-		-		-		383
All Curriculums	3865	249	.09	847	.29	757	.26	596	.20	474	.16	942

Table 6 Distribution of 3 year High School Mathematics Averages for September, 1975
Registered Freshmen (matrics and non-matrics)

Curriculum	Total	Below 65 N	Below 65 p	65 - 69 N	65 - 69 p	70 - 74 N	70 - 74 p	75 - 79 N	75 - 79 p	Above 80 N	Above 80 p	Unknown
Business Accounting	239	38	.31	28	.23	17	.14	21	.17	20	.16	115
Business Retail	49	6	.27	3	.14	5	.23	6	.27	2	.09	27
Business Secretarial	398	62	.29	46	.21	38	.18	32	.15	38	.18	182
Data Processing	201	33	.31	23	.22	20	.19	12	.11	17	.16	96
Chemical Technology	25	1	.14	1	.14	1	.14	2	.29	2	.29	18
Medical Lab Tech	254	38	.30	32	.25	25	.20	16	.13	16	.13	127
Plastics Technology	9	3	1.00	-		-		-		-		6
Mechanical Tech	56	7	.28	3	.12	6	.24	1	.04	8	.32	31
Electrical Tech	254	46	.34	22	.16	22	.16	27	.20	18	.13	119
Nursing	240	27	.17	33	.21	40	.26	22	.14	34	.22	84
Liberal Arts & Sci.	1036	138	.31	111	.25	95	.22	49	.11	46	.10	597
Engineering Science	130	14.	.25	7	.13	13	.24	11	.20	10	.18	75
Business Adm.	265	38	.31	27	.22	21	.17	21	.17	15	.12	143
Pre-Pharmacy	81	10	.31	6	.19	2	.06	6	.19	8	.25	49
Music & Perf.Arts	96	15	.50	7	.23	3	.10	2	.07	3	.10	16
Education Associate	196	37	.47	12	.15	13	.17	9	.12	7	.09	118
Undecided or Other	386	1	1.00	-		-		-		-		118
All Curriculums	3865	514	.31	361	.22	321	.19	237	.14	244	.15	2188

Table 7. Distribution of 3 year High School Foreign Language Averages, for September 1975 Registered Freshmen (matrics and non-matrics)

Curriculum	Total	Below 65 N	Below 65 p	65 - 69 N	65 - 69 p	70 - 74 N	70 - 74 p	75 - 79 N	75 - 79 p	Above 80 N	Above 80 p	Unknown
Business Accounting	239	23	.20	26	.22	23	.20	21	.18	23	.20	123
Business Retail	49	5	.22	7	.30	4	.17	4	.17	3	.13	26
Business Secretarial	398	56	.23	34	.14	36	.15	28	.12	85	.36	159
Data Processing	201	26	.27	13	.14	15	.16	12	.13	30	.31	105
Chemical Technology	25	-		-		2	.29	2	.29	3	.43	18
Medical Lab Tech	254	22	.16	22	.16	28	.21	23	.17	41	.30	118
Plastics Technology	9	1	.33	1	.33	-		1	.33	-		6
Mechanical Technology	56	7	.28	3	.12	4	.16	1	.04	10	.40	31
Electrical Technology	254	22	.20	18	.17	24	.22	13	.12	32	.29	145
Nursing	240	18	.11	27	.17	33	.20	31	.19	53	.33	78
Liberal Arts & Sci	1036	91	.22	91	.22	95	.23	53	.13	80	.20	626
Engineering Science	130	11	.19	11	.19	11	.19	10	.17	15	.26	72
Business Administration	265	26	.23	27	.24	20	.18	22	.20	16	.14	154
Pre-Pharmacy	81	9	.26	5	.14	3	.09	4	.11	14	.40	46
Music & Perf.Arts	46	14	.48	5	.17	3	.10	2	.07	5	.17	17
Education Associate	196	22	.27	11	.14	15	.19	13	.16	20	.25	115
Undecided or Other	386	-		-		1	1.00	-		-		385
All Curriculums	3865	353	.22	301	.18	317	.19	240	.15	430	.26	2224

Table 8. Comparisons of proportions of high school averages below 70% for students recommended to B.C.C. by the University Applications Processing Center, September 1971 to September 1975.

	1971	1972	1973	1974	1975
3 year General Average	.47	.38	.39	.45	.43
3 year English Average	.32	.27	.30	.37	.37
3 year Mathematics Average	.61	.59	.56	.54	.51
3 year Foreign Language Average	.45	.43	.42	.41	.38

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